

School Accountability Report Card

Data Element Definitions and Sources 2003-04

Policy and Evaluation Division
California Department of Education
February 2005

Table of Contents

General Information

Contact Information for Parental Involvement	1
--	---

School Safety and Climate for Learning

School Safety Plan	2
School Facilities	3
Classroom Discipline and Climate for Learning	6

Academic Information

Pupil Achievement, by Grade Level	7
Student Achievement, by Proficiency Level	9
Students Not Tested	10
Student Achievement, by Subject Area	11
Physical Fitness Test Results	12
Local Assessment Results	13
Academic Performance Index Results	14
Determining Adequate Yearly Progress	15
State Award Program Eligibility	16
State Intervention Program Status	17
Federal Intervention Program Status - School	18
Federal Intervention Program Status - District	19
Adequate Yearly Progress Results	20
Achievement, by School, District, and State	21
Achievement, by District and State	22

School Completion

High School Exit Examination Results	23
Dropout and Graduation Rates	24
Graduation Rates at Secondary Schools	26

Class Size

Class Size and Teaching Load	27
------------------------------------	----

Table of Contents *(continued)*

Teacher and Staff Information

Counseling and Other Pupil Support Services	28
Teacher Qualifications and Vacant Positions	29
Emergency or Provisional Credentials	31
Classes Not Taught by Highly Qualified Teachers	32
Teacher Evaluations	33
Qualified Substitute Teachers	34

Curriculum and Instruction

School Instruction and Leadership	35
Professional Development	36
Quality and Currency of Textbooks and Materials	37
Availability of Sufficient Textbooks and Materials	38
Instructional Minutes Offered	39
Minimum Days in School Year	40

Post-Secondary Preparation

Advanced Placement Courses Offered	41
Courses for UC and CSU Admission	42
Scholastic Assessment Test Results	43
College Admission Test Preparation Program	44
Workforce Preparation	45

Fiscal and Expenditure Data

Teacher Salary Levels	47
School Site Principal Average Salary	48
District Superintendent Salary	49
Statewide Average Salary for Teachers	50
Statewide Average Salary for Principals	51
Statewide Average Salary for Superintendents	52
Statewide Budget for Administrative Salaries	53
District Budget for Administrative Salaries	54
Statewide Budget for Teacher Salaries	55
District Budget for Teacher Salaries	56
Expenditures Per Pupil and Services Funded	57

Contact Information for Parental Involvement

Specific Requirements

Contact information pertaining to any organized opportunities for parental involvement.

Education Code Section 33126 (b)(22)

Definitions

Contact person name.

Contact person phone number.

Description of organized opportunities for parental involvement.

Guidelines and Data Sources

Information and narrative are developed by the local educational agency (LEA)/school.

Data provided by LEA

School Safety Plan

Specific Requirements

Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

Education Code Section 32286

Definitions

The dates that the School Safety plan was last reviewed, updated and discussed with school faculty as well as a brief description of key elements included in the plan.

Guidelines and Data Sources

Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. The document and a list of regional safe school plan development training sessions are located at the Safe Schools and Violence Prevention Web site: <http://www.cde.ca.gov/ls/ss/vp/>.

Data provided by LEA

School Facilities

Specific Requirements

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Education Code Section 33126 (b)(9)

Education Code sections 17014, 17032.5, 17070.75 (a), 17089 (b)

Definitions

Description of the school's efforts to keep students safe on school grounds before, during, and after the school day.

Description of the degree to which the school facility supports teaching and learning.

Description of the condition and cleanliness of the school grounds, buildings, and restrooms, including the percentage of working toilets.

Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction. The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

Guidelines and Data Sources

Narrative is developed by the local educational agency/school. Are students safe on school grounds before, during, and after school?

- Before and after school supervision
- Limiting/controlling unauthorized access during school day (e.g., entrances, procedures for check-in/visitors, supervision of grounds and buildings)

Does the school facility support teaching and learning?

- Classroom space
- Playground space
- Space for staff

What is the condition and cleanliness of the school?

- Age of school/buildings
- Maintenance and repair
- Cleaning process and schedule for classrooms, restrooms, grounds

Examples of acceptable summary statements on the condition of school facilities are as follows:

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at [Web site address].

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for Class Size Reduction. The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at [Web site address]. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the district has budgeted \$[] for the deferred maintenance program. This represents []% of the district's general fund budget.

Deferred Maintenance Projects (if applicable)

For the 2004-05 school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The district's complete deferred maintenance plan is available at the district office or on the Internet at [Web site address].

Modernization Projects (if applicable)

During the 2004-05 school year, local bond funds [Measure], and state matching funds will be used to install new air conditioning in all classrooms, provide wiring for technology, and provide for an upgraded electrical service. The work on this project is scheduled to begin in June 2005 and be completed prior to the start of the 2005-06 school year.

New School Construction Projects (if applicable)

Architectural planning for replacing five portable classrooms with permanent classrooms will begin during the 2004-05 school year. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the 2006-07 school year.

Data provided by LEA

Classroom Discipline and Climate for Learning

Specific Requirements

Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period.

Education Code Section 33126 (b)(11)

Definitions

List of school programs and practices that promote a positive learning environment.

For the most recent three-year period:

The numbers and rates of suspensions and of expulsions (by comparison against enrollment) reported per 100 students. Data must include district-level comparisons.

Guidelines and Data Sources

Narrative is developed by the local educational agency/school. Schools programs and practices may include, for example:

- School discipline policy
- Peer counseling
- School/home communication
- Tutoring, after-school programs

The rate of suspensions and expulsions is the total number of incidents divided by the school's CBEDS total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools/districts have the option of comparing school-level data with the district average for the same type of school.

Data provided by LEA

Pupil Achievement, by Grade Level

Specific Requirements

Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33.

Education Code Section 33126 (b)(1) (A)

Definitions

Norm-Referenced Test (NRT)

For the most recent three-year period:

Data are provided for math and reading (and must be disaggregated for specific subgroups if they are numerically significant at the school level) for each grade level as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups are: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

California Standards Test (CST)

For the most recent three-year period:

Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at the proficient or advanced levels.

Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups are: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education.

In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test until 2002, but was changed to the California Achievement Test, Sixth Edition in 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Data are reported for 2003 and 2004, but not the Stanford 9 results from 2002.

Data are reported from STAR and may be obtained at the STAR Web site:

<http://star.cde.ca.gov/>.

Data provided by CDE

Student Achievement, by Proficiency Level

Specific Requirements

Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).

Public Law 107-110 Section 1111(h)(2)(B)

Public Law 107-110 Section 1111 (h)(1)(C)

Definitions

California Standards Test (CST)

For the most recent three-year period:

Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level.

Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups are: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education.

In lieu of providing specific results for each proficiency level, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:

- English-Language Arts in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03 and in grades 5 and 9-11 in 2003-04
- History-social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

Data are reported from STAR and may be obtained at the STAR Web site:

<http://star.cde.ca.gov/>.

Data provided by CDE

Students Not Tested

Specific Requirements

The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i)).

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Public Law 107-110 Section 1111(h)(1)(C) (iii)

Definitions

California Standards Test (CST)

The percentage of students not tested. Data are disaggregated for specific subgroups (if they are numerically significant at the level being reported). These subgroups are: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education.

In lieu of providing specific results for each level, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include:

- English-Language Arts in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03 and in grades 5 and 9-11 in 2003-04
- History-social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

Data are reported from STAR and may be obtained at the STAR Web site:

<http://star.cde.ca.gov/>.

Data provided by CDE

Student Achievement, by Subject Area

Specific Requirements

The most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Public Law 107-110 Section 1111(h)(1)(C) (iv)

Definitions

California Standards Test (CST)

For the most recent three-year period:

Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level.

Data are disaggregated for specific subgroups (if they are numerically significant at the level being reported). These subgroups are: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education.

In lieu of providing grade level data and specific results for each proficiency level, a link to the STAR Web site may be provided to the reader, where these data are available.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2004-05 school year include:

- English-Language Arts in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03 and in grades 5 and 9-11 in 2003-04
- History-social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

Data are reported from STAR and may be obtained at the STAR Web site:

<http://star.cde.ca.gov/>.

Data provided by CDE

Physical Fitness Test Results

Specific Requirements

After the state develops a statewide assessment system pursuant to Chapter 5 (commencing with Section 60600) and Chapter 6 (commencing with Section 60800) of Part 33, pupil achievement by grade level, as measured by the results of the statewide assessment.

Education Code (EC) Section 33126 (b)(1)(C)

Definitions

For the most recent year reported:

The percentage of students scoring in the healthy fitness zone on all six fitness standards reported by total and disaggregated by gender.

Data are to be reported for the school and include district and statewide results for the purpose of comparison.

Guidelines and Data Sources

Note: *EC 60800* refers to a requirement that schools with grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the State Board of Education.

Data provided by CDE

Local Assessment Results

Specific Requirements

Pupil achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals, including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period.

Education Code Section 33126 (b)(1)(B)

Definitions

For the most recent three-year period:

Data are provided by grade level for reading, writing and mathematics, as the percentage of students achieving at the proficiency level (either meeting or exceeding the standard).

Guidelines and Data Sources

If the local school is utilizing an assessment tool other than the state approved NRT or CST, the results should be reported for any grade levels in which there are data and a brief description of the assessment tool should be included. If no assessment tools other than state approved NRT and CST are being utilized, this table may be excluded from the School Accountability Report Card (SARC).

Data provided by LEA

Academic Performance Index Results

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups as set forth in Section 52052 and the decile rankings and a comparison of schools.

Education Code Section 33126 (b)(18)

Education Code Section 52056. (a)

Definitions

For the most recent three year period:

- The percentage of students tested at the school
- The Base API score
- The schoolwide growth target
- The school's statewide API rank
- The similar schools rank
- The schoolwide Growth API score
- Actual growth
- Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant), including the subgroup growth target, Base API score, the Growth API score, the growth target, and the actual growth.

Guidelines and Data Sources

Data are reported from API and may be obtained at the API Web site: <http://api.cde.ca.gov/>.

Data provided by CDE

Determining Adequate Yearly Progress

Specific Requirements

Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Public Law 107-110 Section 1111(h)(1)(C) (v)

Definitions

For the most recent three year period:

- The percentage of students tested at the school
- The Base Academic Performance Index (API) score
- The schoolwide growth target
- The school's statewide API rank
- The similar schools rank
- The schoolwide Growth API score
- Actual growth
- Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant), including the subgroup growth target, Base API score, the Growth API score, the growth target, and the actual growth.

Guidelines and Data Sources

This item is a requirement of No Child Left Behind. California uses the Academic Performance Index (API) to meet the Adequate Yearly Progress (AYP) requirement for a second indicator.

Data are reported from API and may be obtained at the API Web site:

<http://www.cde.ca.gov/ta/ac/ap/>.

Data provided by CDE

State Award Program Eligibility

Specific Requirements

Whether the school qualifies for the Governor's Performance Award Program.

Education Code Section 33126 (b)(20)

Definitions

Indicate whether the school qualifies for the Governor's Performance Award (GPA) Program.

Guidelines and Data Sources

Data are reported from API and may be obtained at the GPA Web site:

<http://www.cde.ca.gov/ta/sr/gp/>.

Data provided by CDE

State Intervention Program Status

Specific Requirements

Whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.

Education Code Section 33126 (b)(19)

Definitions

Indicate whether a school qualified for the Immediate Intervention Underperforming Schools Program (II/USP) pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.

Guidelines and Data Sources

Data are reported from Low Performing Schools and may be obtained at the II/USP Web site: <http://www.cde.ca.gov/ta/lp/iu/>.

Data provided by CDE

Federal Intervention Program Status – School Level

Specific Requirements

In the case of a school, whether the school has been identified for school improvement.

Public Law 107-110 Section 1111(h)(2)(B)(ii)(I)

Definitions

Indicate whether the school has been identified for school improvement, and if so, the year in school improvement and the year in which the school exited school improvement, if applicable.

Guidelines and Data Sources

Additional information and data regarding Title 1 Program Improvement may be obtained AYP

Web site: <http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by CDE

Federal Intervention Program Status – District Level

Specific Requirements

In the case of a local educational agency, the number and percentage of schools identified for school improvement under Section 1116(c) and how long the schools have been so identified.

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Definitions

The number and percentage of schools identified for Title 1 school improvement within the LEA. The percentage should be calculated as the number of Title 1 school improvement schools, divided by the total number of schools in the district regardless of whether they are receiving Title 1 funds. Direct-funded charter schools are not included in these figures.

Guidelines and Data Sources

Additional information and data regarding Title 1 Program Improvement may be obtained at the AYP Web site: <http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by CDE

Adequate Yearly Progress Results

Specific Requirements

Information on the performance of local educational agencies in the state regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under Section 1116.

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Public Law 107-110 Section 1111(h)(1)(C) (vii)

Definitions

Indicate whether the local educational agency has met its AYP requirement for each of the following subgroups: race/ethnicity, English learner/not English learner, socioeconomically disadvantaged status, and students with disabilities status (as defined by AYP).

Guidelines and Data Sources

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, in order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. The AYP requirement in 2003 for English-language arts is 13.6 percent at or above proficient. For mathematics the target is 16.0 percent. Data may be obtained at the AYP Web site: <http://www.cde.ca.gov/ta/ac/ay/>.

To fulfill the AYP requirement for a second indicator, California uses the API (see [Determining Adequate Yearly Progress](#)).

Data regarding Program Improvement schools may be obtained at the AYP Web site: <http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by CDE

Achievement, by School, District, and State

Specific Requirements

In the case of a school, information that shows how the students' achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the state as a whole.

Public Law 107-110 Section 1111(h)(2)(B)(ii)(II)

Definitions

For the most recent three-year period:

- Data are provided for each content area for which the State Board of Education has established performance levels.
- Data are reported as the percentage of students achieving at the proficient or advanced levels. Data are compared to the local educational agency and state averages.
- Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include race/ethnicity, English learners, socioeconomically disadvantaged status, and students with disabilities status.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2004-05 school year include:

- English-language arts in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03, and in grades 5 and 9-11 in 2003-04
- History-Social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

Data provided by CDE

Achievement, by District and State

Specific Requirements

In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole.

Public Law 107-110 Section 1111(h)(2)(B)(i)(II)

Definitions

For the most recent three-year period:

- Data are provided for each content area for which the State Board of Education has established performance levels.
- Data are reported as the percentage of students achieving at the proficient or advanced levels. Data are compared to the local educational agency and state averages.
- Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include race/ethnicity, English learners, socioeconomically disadvantaged status, and students with disabilities status.

Guidelines and Data Sources

Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2004-05 school year include:

- English-language arts in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Mathematics in grades 2-11 for 2001-02, 2002-03, and 2003-04
- Science in grades 9-11 for 2001-02 and 2002-03, and in grades 5 and 9-11 in 2003-04
- History-social science in grades 9-11 for 2001-02; and grades 8 and 10-11 for 2002-03 and 2003-04.

Data provided by CDE

High School Exit Examination Results

Specific Requirements

When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination.

Education Code Section 33126 (b)(21)

Definitions

The reporting of these data will be required in 2006 when the first complete set of results is in from the California High School Exit Exam (CAHSEE) for a graduating class.

Guidelines and Data Sources

Information about the California High School Exit Exam may be obtained at the CAHSEE Web site: <http://www.cde.ca.gov/ta/tg/hs/>.

Data provided by CDE

Dropout and Graduation Rates

Specific Requirements

Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System or any successor data system for the school site over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Section 52052.

Education Code Section 33126 (b)(2)

Graduation rates for secondary school.

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Public Law 107-110 Section 1111(h)(1)(C) (vi)

Definitions

For the most recent three-year period:

Data provided regarding progress toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS).

Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be reported in accordance with the formula negotiated with the United States Department of Education for No Child Left Behind.

The No Child Left Behind graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates.

Guidelines and Data Sources

The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) x 100.

State certification/release dates for dropout data occur too late for inclusion of 2003-04 data with other data from that year. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

The No Child Left Behind graduation rate approved for California is a high school four-year completion rate. The rate incorporates four years' worth of data and thus, is an estimated cohort rate. Put simply, this rate asks, "of those students who have left school, what proportion have done so as graduates?" If a hypothetical graduating class began as 9th-graders in Year 1, this four-year "graduation" rate would look like:

(High school graduates Year 4) divided by {dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + high school graduates Year 4}

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

Graduation Rates at Secondary Schools

Specific Requirements

When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination.

Education Code Section 33126 (b)(21)

Definitions

The reporting of these data will be required in 2006 when the first complete set of results is in from the California High School Exit Exam (CAHSEE) for a graduating class.

Guidelines and Data Sources

Information about the California High School Exit Exam may be obtained at the CAHSEE Web site: <http://www.cde.ca.gov/ta/tg/hs/>.

Data provided by CDE

Class Size and Teaching Load

Specific Requirements

Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level, the average class size, and, if applicable, the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program established pursuant to Chapter 6.10 (commencing with Section 52120) of Part 28, using California Basic Education Data System or any successor data system information for the most recent three-year period.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, as defined by CBEDS:

- Distribution of class sizes at the school site by grade level or by department (as appropriate)
- Average class size, by grade level
- Percentage of pupils in grades K-3, inclusive, participating in the Class Size Reduction Program

Guidelines and Data Sources

Note: CBEDS calculation of the average class size by grade level, and the class size distribution by grade level, excludes classrooms of 50 or more students from the equation.

For schools/grades organized in self-contained classrooms (e.g. K-6 grades in elementary schools) data are reported as the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more.

For high schools and middle schools with departmentalized programs, data are reported as the number of classrooms with a distribution of teaching loads and the average teaching load for each of the following four subject areas: English, mathematics, science and social science.

Data provided by CDE and LEA

Counseling and Other Pupil Support Services

Specific Requirements

The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil.

Education Code Section 33126 (b)(7)

Definitions

Full-time equivalent (FTE) and type of counselors and pupil support personnel.

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form.

A report can be generated at the DataQuest Web site: <http://data1.cde.ca.gov/dataquest/>.
(Assignment data from DataQuest may differ from data contained in the SARC.)

Data provided by CDE

Teacher Qualifications and Vacant Positions

Specific Requirements

The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of English learners, and the number of vacant teacher positions for the most recent three-year period.

Education Code Section 33126 (b)(5)

Definitions

For the most recent three-year period:

- Total number of teachers
- Full credential
- Teaching outside subject area (fully credentialed but teaching outside subject area)
- Teachers in alternative routes to certification (district and university internships)
- Pre-internship
- Emergency permits (not qualified for a credential or internship but meeting minimum requirements)
- Teachers with waivers (do not have credential and do not qualify for an emergency permit)

For the most recent year available:

- Teacher misassignments, including misassignments of teachers of English learners (the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold)
- Vacant teacher positions (the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester)

Guidelines and Data Sources

Data are derived from the CBEDS Professional Assignment Information Form, except for data regarding the assignment of teachers outside their subject areas of competence, teacher misassignments, and vacant teacher positions, which must be determined from local data sources.

A report can be generated at the DataQuest Web site: <http://data1.cde.ca.gov/dataquest/>.

Teaching Outside Subject Area, Teacher Misassignment, and Vacant Teacher Position data provided by LEA

All other data provided by CDE

Emergency or Provisional Credentials

Specific Requirements

The professional qualifications of teachers in the local educational agency and school, the percentage of such teachers teaching with emergency or provisional credentials.

Public Law 107-110 Section 1111(h)(2)(B)(i)(I)

Public Law 107-110 Section 1111(h)(1)(C) (viii)

Definitions

The percentage of teachers by education level (i.e. Doctorate, Master's Degree plus 30 or more semester hours, Master's Degree, Bachelor's Degree plus 30 or more semester hours, Bachelor's Degree, less than a Bachelor's Degree, or none reported.)

The percentage of teachers teaching with emergency or provisional credentials.

Guidelines and Data Sources

Data provided by CDE

Classes Not Taught by Highly Qualified Teachers

Specific Requirements

The percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Public Law 107-110 Section 1111(h)(1)(C) (viii)

Definitions

For the school and the local educational agency, the percentage of classes in core academic subject areas (as defined by NCLB) not taught by highly qualified teachers.

For the school and the local educational agency, the percentage of classes in core academic subject areas (as defined by NCLB) not taught by highly qualified teachers, disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the state.

Guidelines and Data Sources

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that to be designated as highly qualified, a teacher must meet the following three criteria:

- Possession of a Bachelor's degree
- Possession of an appropriate California teaching credential
- Demonstrated core academic subject area competence by means of exam, coursework, advanced certification or completion of the California High Objective Uniform State Standard of Evaluation (HOUSSE) in the subject area being taught.

Additional information about NCLB definitions, requirements and procedures pertaining to highly qualified teachers are contained in the "March 1, 2004 NCLB Teacher Requirement Resource Guide" available at the NCLB Web site: <http://www.cde.ca.gov/nclb/sr/tq/>.

Data are reported on the Consolidated Application. Information about the consolidated application is available at the Web site: <http://www.cde.ca.gov/fq/aa/co/>.

Data provided by CDE

Teacher Evaluations

Specific Requirements

Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period.

Education Code Section 33126 (b)(10)

Definitions

Description of the procedures and criteria for teacher evaluation.

Guidelines and Data Sources

Are teacher evaluation procedures and criteria defined (1) in the bargaining unit contract, (2) through district-wide procedures, (3) at the school site, or (4) other?

How often are teachers evaluated?

- Differences among tenured, probationary, emergency-permit teachers
- Special/unscheduled evaluations

What are the evaluation criteria?

- Differences among tenured, probationary, emergency-permit teachers
- Specified versus open

Who gets the results of teacher evaluations?

- Confidentiality
- Satisfactory versus in need of improvement versus unsatisfactory

Data provided by LEA

Qualified Substitute Teachers

Specific Requirements

Availability of qualified substitute teachers.

Education Code Section 33126 (b)(8)

Definitions

Statement regarding whether the school has had any difficulties in securing qualified substitute teachers. If so, a statement regarding whether the lack of available credentialed substitute teachers has had an impact upon the instructional program.

Guidelines and Data Sources

Narrative is developed by the local educational agency/school.

Data provided by LEA

School Instruction and Leadership

Specific Requirements

Quality of school instruction and leadership.

Education Code Section 33126 (b)(13)

Definitions

School Leadership: Description of the experience and tenure of the principal. If the school has a designated leadership team, description of its membership, roles, and purpose.

Instruction: Description of the instructional program for all students, the supports and services for students with special needs, and the process for monitoring student progress toward standards.

Guidelines and Data Sources

Narrative is developed by the local educational agency/school.

What are the experience and tenure of the principal?

How does the administrator involve parents and staff in decision-making?

Does the school have a "recognized" leadership team? If yes:

- Members
- Purpose/roles and responsibilities

What is the instructional program for all students?

- Instructional focus (schoolwide)
- Standards-based instruction
- Access to core curriculum

What supports and services are available for students with special needs?

- GATE students
- At-risk students
- English-language learners
- Students with disabilities
- After-school programs
- Tutoring
- Peer tutoring

How do we know how students are doing?

- Processes for monitoring student performance and progress
- Reporting student progress to staff, students, parents, the school community

Data provided by LEA

Professional Development

Specific Requirements

Teacher and staff training, and curriculum improvement programs.

Education Code Section 33126 (b)(12)

Definitions

Description of how teachers and staff are trained for instructional improvement.

The number of days for professional development and continuous professional growth.

Guidelines and Data Sources

Narrative is developed by the local educational agency/school.

How do teachers and staff participate in staff development to help them improve instruction?

- All classroom teachers
- New teachers (e.g., BTSA)
- Non-classroom teachers
- National Board Certified Teachers
- Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review)
- Paraprofessionals (e.g., instructional aides, teacher assistants)
- Non-instructional support staff (e.g., clerical, custodial)

List the primary/major areas of focus of staff development and specify how they were selected. (For example, were student achievement data used to determine the need for professional development in reading instruction?)

What are the methods by which professional development is delivered (for example, after-school workshops, conference attendance, individual mentoring)?

How are teachers supported during implementation (for example, through in-class coaching, teacher-principal meetings, and student performance data reporting)?

Data provided by LEA

Quality and Currency of Textbooks and Materials

Specific Requirements

Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and the ratio of textbooks per pupil and the year the textbooks were adopted.

Education Code Section 33126 (b)(6)

Definitions

List of the textbooks/instructional materials used in the core subjects (English-language arts, mathematics, science, and history-social science), including:

- The year in which they were adopted, and
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (kindergarten and grades 1 to 8, inclusive) or the local governing board (grades 9 to 12, inclusive), consistent with the state textbook adoption cycle.

For textbooks and instructional materials that are not from the most recent state-approved list, explanation of why non-adopted materials are being used and how they are aligned with state standards.

Description of how each student has access to current, standards-based textbooks and other instructional materials.

Guidelines and Data Sources

List and narrative are developed by the local educational agency/school.

For subject areas in which there has not yet been a standards-aligned state adoption:

- In which year is the state expected to adopt such materials?
- In which year does the district expect to select and implement new materials from the state-approved list?

Do all students have access to textbooks and other instructional materials in each core subject area that are current and in good condition? If not,

- What are the reasons?
- What is being done or planned to provide such access?

Data provided by LEA

Availability of Sufficient Textbooks and Materials

Specific Requirements

The availability of sufficient standards-aligned textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board in the core curriculum areas of reading/language arts, mathematics, science, and history-social science; foreign language and health; and science laboratory equipment for grades 9 to 12, inclusive, as appropriate.

Education Code Section 33126 (b)(6)(B)

Education Code Section 60119 (c)

Definitions

A description of the extent to which each pupil, including English learners, has a state-adopted (grades K-8) and standards-aligned (grades K-12) textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments. Two sets of textbooks or instructional materials for each pupil are not required. Photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage are not statutorily deemed to be sufficient.

This description should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

Data provided by LEA

Instructional Minutes Offered

Specific Requirements

The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.

Education Code Section 33126 (b)(15)

Definitions

List of the total number of overall instructional minutes by grade level in comparison to 36,000 minutes for kindergarten; 50,400 minutes for grades 1 to 3 inclusive; 54,000 minutes for grades 4 to 8, inclusive; and 64,800 minutes for grades 9 to 12, inclusive.

Guidelines and Data Sources

The *Education Code* (EC) section governing instructional minutes is *EC* 46201.

On-campus passing times between classes (up to 10 minutes) are considered part of the total of instructional minutes.

Data provided by LEA

Minimum Days in School Year

Specific Requirements

The total number of minimum days, as specified in *EC* Sections 46112, 46113, 46117, and 46141, in the school year.

Education Code Section 33126 (b)(16)

Definitions

Statement regarding the number of days that students attended school on a shortened day schedule (less than a regular school day).

Description of the reasons for the shortened day schedule.

Guidelines and Data Sources

Information and narrative are developed by the local educational agency/school.

Data provided by LEA

Advanced Placement Courses Offered

Specific Requirements

The number of Advanced Placement courses offered, by subject.

Education Code Section 33126 (b)(17)

Definitions

The number of Advanced Placement courses and classes offered, and the enrollment in various Advanced Placement (AP) or International Baccalaureate (IB) courses, by subject.

Guidelines and Data Sources

Data are reported from CBEDS

A report may be generated at the DataQuest Web site: <http://data1.cde.ca.gov/dataquest/>.

Data provided by CDE

Courses for UC and CSU Admission

Specific Requirements

For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University pursuant to Section 51225.3 and the percentage of pupils enrolled in those courses, as reported by the California Basic Education Data System or any successor data system.

Education Code Section 33126 (b)(23)

Definitions

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or CSU admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data Systems (CBEDS) total graduates for the most recent year.

Guidelines and Data Sources

Data are reported from CBEDS

A report may be generated at the DataQuest Web site: <http://data1.cde.ca.gov/dataquest/>.

Data provided by CDE

Scholastic Assessment Test Results

Specific Requirements

Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period.

Education Code Section 33126 (b)(1)(D)

Definitions

For the most recent three-year period:

Grade 12 enrollment from CBEDS, percentage of students taking the SAT-1, average verbal and average math score compared to the district and state average.

Guidelines and Data Sources

Some schools may wish to include American College Test (ACT) results in addition to those from the Scholastic Assessment Test (SAT).

SAT results may be found at the Postsecondary Preparation Web site:

<http://www.cde.ca.gov/ds/sp/ai/>.

ACT results may be found at the Postsecondary Preparation Web site:

<http://www.cde.ca.gov/ds/sp/ai/>.

Data provided by CDE

College Admission Test Preparation Program

Specific Requirements

Whether the school has a college admission test preparation course program.

Education Code Section 33126 (b)(24)

Definitions

Indicate whether the school has a college admission test preparation course program. If so, describe the program.

Guidelines and Data Sources

Narrative is developed by the local educational agency/school.

Data provided by LEA

Workforce Preparation

Specific Requirements

The degree to which pupils are prepared to enter the workforce.

Education Code Section 33126 (b)(14)

Definitions

Description of:

- Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes

Provide enrollment, concentration and completion data on all career-technical education programs and classes, including academic and skills achievement, as reported in Carl D. Perkins Vocational and Technical Education Act program data.

Guidelines and Data Sources

Description of the size and scope of the career-technical programs (CTE) and courses offered:

- Directly at the school
- Through Regional Occupational Centers and Programs (ROCPs)
- In Partnership Academies and career academies
- In Specialized Secondary Programs, etc.

Description of how these programs and classes support academic achievement as evidenced by:

- Courses that have been revised to incorporate state-adopted academic standards
- Courses that satisfy the district's graduation requirements
- Courses that satisfy the A-G entrance requirements for the UC and CSU systems

Description of steps the school takes to assure equitable access and successful outcomes for all students in career-technical programs and courses by:

- Counseling and guidance
- Professional development
- Additional support services such as child care, transportation, etc.
- Collaborating with youth development and economic development systems in the region

Description of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as:

- Mastery of "employment readiness standards," both basic and industry-specific
- Results of career-technical skills assessments
- Business, labor, and other community stakeholder support
- Participation in career-technical student organizations
- Placement of program completers in employment, postsecondary education, or the military

Statistical data may be found in Report of Student Enrollment and Program Completion in Career/Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education and ROCs.

- Enrollment-Page 1
- Number Secondary CTE Students Concentrators-Page 3, Column A
- Number Secondary CTE Students Completers-Page 3, Column B
- Number of Grade 12 Students Completers-Page 3, Column C
- Number of Grade 12 Students Earning Diploma-Page 3, Column D
- Rate that Concentrators Completed CTE Program-Middle of Page 3, just after table
- Rate that Grade 12 CTE Completers Earned a Diploma-Middle of Page 3, just after table

Other data available on outcomes of the school's CTE programs, including data from related programs, such as the Workforce Investment Act, may also be provided.

Additional guidance for reporting on this data element may be obtained at the Perkins Web site: <http://www.cde.ca.gov/ci/ct/pk/>.

Data provided by LEA

Teacher Salary Levels

Specific Requirements

The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale.

Education Code Section 41409.3 (a)

Definitions

The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. Average salary data are based on salaries actually paid to teachers.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-03 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

- Beginning teachers are those teachers in their first year of teaching.
- For mid-range teacher salaries, districts should select a teacher with ten years of experience and a bachelor's degree plus 60 semester units.
- For the highest teachers' salary, districts should select the highest paid teacher in the district.
- Districts that did not employ a teacher in one of these categories during the fiscal year should review their salary schedule and determine what salary they would have paid a teacher in the appropriate category.

Data provided by CDE

School Site Principal Average Salary

Specific Requirements

The average salary for school site principals in the district.

Education Code Section 41409.3 (b)

Definitions

The average annualized salary for school site principals reported in Section IV: "Other Salary Data" on Form J-90.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

District Superintendent Salary

Specific Requirements

The salary of the district superintendent.

Education Code Section 41409.3 (c)

Definitions

The district superintendent's annualized salary reported in Section IV: "Other Salary Data" on Form J-90.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

Statewide Average Salary for Teachers

Specific Requirements

Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers.

Education Code Section 41409.3 (d)(1)

Definitions

Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education.

Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

Statewide Average Salary for Principals

Specific Requirements

Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for schoolsite principals.

Education Code Section 41409.3 (d)(2)

Definitions

Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education.

Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

Statewide Average Salary for Superintendents

Specific Requirements

Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for district superintendents.

Education Code Section 41409.3 (d)(3)

Definitions

Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education.

Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

Statewide Budget for Administrative Salaries

Specific Requirements

The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409.

Education Code Section 41409.3 (e)

Definitions

Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education.

Percentage of expenditures allocated to salaries of administrative personnel, as defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 (Objects 1300 and 2300 using the standardized account code structure coding) of the California School Accounting Manual.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

District Budget for Administrative Salaries

Specific Requirements

The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual published by the State Department of Education.

Education Code Section 41409.3 (f)

Definitions

The sum of California Accounting Manual Object of Expenditure Accounts 1200, 1300, 1700, 1800, and 2200 divided by total general fund accounts 1000 through 7999.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

Statewide Budget for Teacher Salaries

Specific Requirements

The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409.

Education Code Section 41409.3 (g)

Definitions

Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education.

Percentage of expenditures allocated to salaries of teachers, as defined in object of expenditure classification 1100 of the California School Accounting Manual.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

District Budget for Teacher Salaries

Specific Requirements

The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education.

Education Code Section 41409.3 (h)

Definitions

Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education.

Total expenditures reported in California School Accounting Manual Object of Expenditure Account 1100 divided by total General Fund accounts 1000 through 7999.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05.

Additional information regarding the calculation of average salary data may be obtained at the Web sites: <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Data provided by CDE

Expenditures Per Pupil and Services Funded

Specific Requirements

Estimated expenditures per pupil and types of services funded.

Education Code Section 33126 (3)

Definitions

Total district expenditures from the General Fund as well as categorical funds, district average expenditures per pupil, district average expenditures per pupil for districts in the same category, and state average expenditures per pupil for all districts.

Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.

Guidelines and Data Sources

Schools may wish to provide additional site-specific information if their site expenditures differ significantly from the district average (e.g., due to additional grants or participation/nonparticipation in certain categorical programs).

Data provided by LEA